

Childminder report

Inspection date: 11 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their learning at the childminder's home. When the doorbell rings, children rush to greet their friends. Children offer to get a book for their friends and share the resources. They have a positive attitude to their learning. Children enjoy exploring outside. They jump and splash in the muddy puddles while using umbrellas. Children talk about the weather and notice the clouds in the sky. They play hide and seek. Children count to 10 while their friends go to hide. They laugh and giggle when they are found. Children show high levels of involvement in their play. Their behaviour is very good.

The childminder celebrates and values children's home languages. Children use their home languages and English when speaking to the childminder. The childminder supports children to speak English and checks their understanding. Children whose first language is English begin to learn simple words and phrases in their friend's home languages. They are confident speakers. Children learn new words, identify objects and talk about pictures. Children share their experiences with their friends. For example, they look at a picture of a train and describe its shape and size. Children talk about a time when they travelled on a train. They are respectful of each other and listen to their friends. Children make good progress.

What does the early years setting do well and what does it need to do better?

- The childminder has a clear overview of what she wants children to learn. She plans activities to build on what children know and can do. The childminder adapts activities to suit children's individual needs and next steps in learning. She speaks with teachers at school and acts on any feedback she receives. This ensures that children are ready for the next stage of their learning.
- Children form positive relationships with the childminder and her assistant. The childminder and her assistant know children very well. Children talk freely to them. They look to them for comfort, support and guidance. Children feel safe and secure.
- The childminder plans activities to support children's physical development. Children sing and dance along with the enthusiastic childminder and assistant. They have favourite songs and take delight as they join in the music and movement sessions. Children stretch up tall and curl up small. They learn to be confident movers and develop a love of songs and rhymes.
- Children learn to listen carefully. They listen to changes in rhythm when listening to music. Children listen and follow the instructions from the childminder. Mealtimes are a sociable time. Children listen and talk to each other as they share their views.
- Children learn how to keep themselves healthy. They talk about favourite fruits and the need to wash them before eating. Children wash their hands and

understand why they need to have clean hands before eating. Children learn how to keep their teeth clean. They brush their teeth and know that they need to 'keep their teeth clean to be healthy'.

- The childminder plans a curriculum to help children learn about the world around them. Children learn about the people who help them. They enjoy visits from police officers and the ambulance service. Children find out about their roles and how they help people.
- Children learn and follow the routines at the home of the childminder. The childminder explains the routine to children and what they will be doing next. However, sometimes, the childminder plans routines that only allow children to have a short time to engage in an activity. As a result, on occasion, children do not have time to become deeply involved in their play.
- The childminder does not always support children to develop their understanding of the world. Opportunities for children to see accurate representations of objects are limited. This sometimes makes it difficult for children to accurately identify the picture. For example, they mistake a cartoon picture of a yellow moon for the sun.
- The childminder works well with parents to support children's learning at home. She sends learning packs home. Parents welcome the advice she gives on potty training. They are very happy with the care their children receive. Parents feel well informed and speak with the childminder daily. The childminder has arranged a first-aid course for parents to attend.

Safeguarding

The arrangements for safeguarding are effective.

The childminder and assistant have a good knowledge of the signs and symptoms of abuse. They attend yearly refresher courses to keep their knowledge up to date on a range of topics. Procedures are in place to report concerns regarding children and adults in the home. The home is safe and secure. Doors are locked, and safety gates are in place to ensure that children cannot leave unsupervised. Children learn how to keep themselves safe. They know not to walk about with food. Children understand to eat slowly and chew their food so they do not choke. Children learn about online safety through internet safety stories.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider the routines of the day so that children have time to become deeply involved in their play
- improve ways to develop children's understanding of the world.

Setting details

Unique reference number	2520298
Local authority	Leeds
Inspection number	10245269
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 8
Total number of places	12
Number of children on roll	8
Date of previous inspection	24 May 2022

Information about this early years setting

The childminder registered in 2019 and lives in Leeds, West Yorkshire. She operates all year round, from 9am to 5pm, Monday to Friday, except for bank holidays and family holidays. The childminder works with assistants. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Miriam Caldecott

Inspection activities

- The inspector discussed any continued impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder and the inspector discussed how the childminder organises their early years setting, including the aims and rationale for the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Parents spoke to the inspector during the inspection and shared their views.
- The inspector observed the interactions between the childminder and children.
- The inspector carried out a joint observation of a communication and language activity with the childminder.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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